Introduction

The following resources were provided for the secondary English language arts facilitators to inform the design of the 2011 Common Core Academy. These resources provide a foundation for on-going adult learning to better support the effective and thoughtful implementation of the Common Core State Standards over the next five years. Each year we will update the resources and link the quality work being done throughout the state by our colleagues in schools and districts.

- **1.0 Learning Tasks** from <u>Taking Learning to Task</u> (2001) by Jane Vella http://www.globalearning.com/jane-vella.htm
 - 1.1 Inductive: Connects learners with what they already know and with their unique experience,
 - 1.2 Input (Deductive): Invites the learner to examine new concepts, skills, attitudes the content of the course,
 - 1.3 Implementation: engages the learner in doing something with new concepts, skills, and attitudes, and;
 - 1.4 Integration: asks the learner to integrate the new learning into their lives.
- 2.0 **Three Principles of Learning** from <u>Effective Teaching from Powerful Learning: What we Know about Teaching for Understanding</u> (2008) edited by Linda Darling-Hammond: http://www.edutopia.org/inquiry-project-learning-research
 - 2.1 Students come to the classroom with prior knowledge that must be addressed if teaching is to be effective.
 - 2.2 Students need to organize and use knowledge conceptually if they are to apply it beyond the classroom.
 - 2.3 Students learn more effectively if they understand how they learn and how to manage their own learning.
- 3.0 Students who are Career and College Ready in Reading, Writing, Speaking, Listening, and Language (p. 7 Introduction to the CCSS) do the following:
 - 3.1 Demonstrate independence.
 - 3.2 Build strong content knowledge.
 - 3.3 Respond to the varying demands of audience, task, purpose, and discipline.
 - 3.4 Comprehend as well as critique.
 - 3.5 Value evidence.
 - 3.6 Use technology and digital media strategically and capably.
 - 3.7 Understand other perspectives and cultures.
- **4.0 What the Common Core State Standards are NOT** (p. 6 in the CCSS Introduction).

The standards:

- 4.1 Define what ALL students are expected to know and be able to do, NOT how teachers should teach.
- 4.2 Articulate what is most essential, NOT define an exhaustive list or a set of restrictions that limits what can be taught.
- 4.3 Do NOT define the nature of advanced work for students who meet the standards prior to the end of high school.
- 4.4 Set grade-specific standards but do NOT define intervention methods necessary to support students.
- 4.5 Do NOT define the full range of supports appropriate for English language learners and for students with disabilities.

4.6 Do NOT define the whole range of college and career readiness.

5.0 Key Design Considerations for the Common Core State Standards (p. 4, Introduction to CCSS)

- 5.1 The College and Career Ready Standards anchor and define general, cross- disciplinary literacy expectations.
- 5.2 Grade levels:

The Standards use individual grades to provide useful specificity for grades K-8;

And the two-year bands in grades 9-12 allow flexibility in course design.

5.3 Focus on results rather than means:

By emphasizing required achievements, the standards leave room for states to determine how those goals should be reached.

5.4 An integrated model of literacy:

Although the standards are divided into four strands for conceptual clarity, the processes of communication are closely connected.

5.5 Research and media skills are blended into the Standards:

Students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions and solve problems and create a range of print and nonprint texts in media forms.

5.6 Shared responsibility for students' literacy development:

The interdisciplinary approach to literacy in grade 6-12 in ELA, history/social studies, science, and technical subjects <u>supports</u> the extensive research establishing the need for reading complex informational text independently in a variety of content areas.

Most required reading in college and workforce training programs is informational in structure and challenging in content (The 2009 Reading Framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text as students advance through the grades. See page 5 in CCSS Introduction for details)

OTHER CRITICAL STRUCTURAL CLARIFICATIONS:

- Appendix A: Provides the research-base and an essential explanation of Text Complexity
- Appendix B: Provides Text Exemplars and Performance Tasks (IT IS NOT A READING LIST)
- Appendix C: Provides Student Writing Samples with annotations based on an evidence-based approach to giving feedback to students about their writing.

6.0 Twenty-First Century Skills for College and Career from <u>Inquire: A Guide to 21st Century Learning</u> (2012), www.thoughtfullearning.com **6.1 Learning Skills**

- Critical Thinking
- Creative Thinking
- Problem-solving
- Communicating
- Collaborating
- Building arguments

6.2 Literacy Skills

- Reading to Learn
- Developing Vocabulary
- Understanding Media

- Using Social Media
- Following Basic Language Conventions
- Improving Study Skills
- Succeeding in School
- Succeeding in the Workplace

6.3 Inquiry Skills

- Questioning
- Planning
- Researching
- Creating
- Improving
- Presenting

7.0 Twelve Adult Learning Principles from <u>Learning to Listen</u>, <u>Learning to Teach</u> by Jane Vella.

http://www.massassets.org/masssaves/documents/12PrinciplesAdultLearning.pdf

- 7.1 Learning needs and resource assessment: Participation of the learner in the design.
- 7.2 Safety in the environment and process: Creation of an inviting learning environment where the learners are valued.
- 7.3 Sound relationship between teacher and learner and among learners: Development of open communication, listening and collaboration.
- 7.4 Sequence and reinforcement: appropriate scaffolding for learning tasks that move from simple to complex with appropriate repetition.
- 7.5 Action with reflection: Doing with built-in reflection.
- 7.6 Learners as decision makers in their own learning process.
- 7.7 Learning with ideas, feelings and actions.
- 7.8 Immediacy: Teaching what is useful and relevant to the learner.
- 7.9 Clear roles: Teacher as learner as well as teacher with clear expectations.
- 7.10 Teamwork: People learning together.
- 7.11 Engagement: Learning is an active process.
- 7.12 Accountability: The learners know what they have learned.
- 1. Utah Educators (Fall, 2010) Common Core Alignment Documents with grade level introductions on USOE website: http://www.schools.utah.gov/core/
- 2. Common Core Initiative Website: http://www.corestandards.org/
- 3. Common Core Curriculum Mapping Project (2010) funded by the Gates Foundation: http://commoncore.org/maps/index.php
- 4. USOE Adopted WIDA Standards (You can download a copy of the resource guide since Utah is connected to the WIDA consortium): http://www.wida.us/standards/elp.aspx

- 5. Meltzer and Hamann (2005) Meeting the Literacy Development needs of Adolescent English Language Learners through Content-Area Learning, The Education Alliance, Brown University: http://www.all4ed.org/publication material/adlit
- 6. Sousa and Tomlinson (2011) Differentiation and the Brain Reproducible resources at this website: http://go.solution-tree.com/instruction/Reproducibles DAB.html
- 7. King, Erickson and Sebranek (2012) <u>Inquire: A Guide to 21st Century Learning:</u> http://thoughtfullearning.com/
- 8. Wilhelm (2001) Improving Comprehension with Think-Aloud Strategies:

http://www.nwp.org/cs/public/print/resource/510

- 9. National Writing Project: E-Voice newsletter http://www.nwp.org/cs/public/print/doc/resources/e_voice.csp
- 10. Lunsford, Ruszkiewicz, Walters (2010) everything's an argument with reading Bedford/St. Martin's provide resources for the Youtube Generation:

http://www.bedfordstmartins.com

- 11. Echevarria, Vogt, Short (2006) the SIOP Model: Making Content Comprehensible. http://www.everythingesl.net/inservices/using-siop-model-08621.php.php
- 12. Bellance and Brandt (2010) 21st Century Skills: Rethinking How Students Learn http://www.p21.org/index.php?option=com content&task=view&id=254&Itemid=120
- 13. Carnegie Report by Graham and Perin on Effective Writing Strategies: A Review and Meta-analysis of the research (YOU can download a copy from the website: http://www.education.com/reference/article/Ref Writing Next/
- 14. Harris, Graham, Mason, and Friedlander (2010) Powerful Writing Strategies for All Students.
- 15. Graham, MacArthur, Fitzgerald (2007) Best Practices in Writing Instruction.
- 16. Graham, Harris (2005) Writing Better: Effective Strategies for Teaching Students with Learning Difficulties
- 17. Writing Guide: The Toulmin Method

http://writing.colostate.edu/guides/reading/toulmin/index.cfm

Central Utah Writing Project http://utahteacherswrite.org/

Wasatch Range Writing Project http://www.weber.edu/wrwp

Workshop in American Literature: Fiction and Artifacts

http://www.learner.org/workshops/artifacts/

On-going on-line Book Study Series: Collaboratively co-facilitated by Alpine, Jordan, and USOE secondary Content Literacy Network.

Fall 2011/ Spring 2012:

Teaching Argument Writing: Grades 6-12 (2011, Heinemann) - Hillocks

Everything's An Argument (2010, Bedfor. St. Martins) – Lunsford, Ruszkiewicz, and Walters.

Fresh Takes on Teaching Literary Elements (2010, Scholastic) – Smith and Wilhelm

Summer 2010-2015

WestEd Initiative (Four State Partnership) Reading Apprenticeship Improving Secondary Education (RAISE)

http://www.wested.org/cs/we/view/pj/585